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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | |
| Subject: MATH | **Teacher:** | | | **Grade Level: Second Grade** | | **Date(s): September 22-26, 2016** | | |
| **Content :**  Common Core Standards & Essential Standards | **2NBT 1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.  **2.NBT.2** Count within 1000; skip-count by 5’s, 10’s, and 100’s  **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  **2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1 using information presented in a bar graph.  **2 OA 1 & 2 OA 2** | | | | **Can Statements /Learning Targets** (I can……..)  I can identify how many hundreds, tens, and ones are in a multiple of one hundred.  I can skip count by fives, tens, and hundreds to 1,000.  I can read and write a number up to 1,000 in expanded form.  I can read and write number names (words) to 1,000.  I can subtract to solve one-step word problems using drawings.  I can add to solve two-step word problems using drawings. | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Can I explain the value of each digit in a three-digit number (place value)?  How do I represent numbers to 1,000 using a variety of models?  How do you model place value in a variety of ways?  What strategy did you use to solve the word problems? Why does it work?  What strategy did you use to find the sum? differences? And why does it work?  What data was used to create picture or bar graphs? What strategy did you use to interpret and analyze? | | | | **Standard for Mathematical Practice:**  **1. Makes sense and perseveres in solving problems.**  **2. Reasons abstractly and quantitatively.**  **3. Constructs viable arguments and critiques the reasoning of others.**  **4. Models with mathematics.**  5. Uses appropriate tools strategically.  6. Attends to precision.  7. Looks for and makes use of structure.  **8. Looks for and expresses regularity in repeated reasoning.** | | | |
| **Technology Connection:** <http://www.softschools.com/math/place_value/games/tens_and_ones/>  <http://www.ixl.com/math/grade-2/place-value-models-tens-and-ones>  <http://www.ixl.com/math/grade-2/place-value-models-up-to-hundreds>  <http://www.bbc.co.uk/schools/starship/maths/games/place_the_penguin/small_sound/standard.shtml>  <http://www.ictgames.com/sharknumbers.html>  <http://www.aaamath.com/B/g21b_px1.htm> | | | |
| **Vocabulary:**  Academic/Content | place value, models, expanded form, hundreds, tens, ones, bundle, digits**,** skip count, addition, subtraction, count, sequence**,** base ten, models, tens (longs), ones (cubes), hundreds (flats), expanded form, standard form, place value, collect, organize, display, show, data, attribute, sort, line plot, picture graph, bar graph, most, least, more than, less than, same, different,compare, greater than, less than, equal, symbols, place value, strategy, sum, difference | | | | **Literature Connection:**  Leaping Lizards by Stuart J. Murphy  Lemonade for Sale Stuart J. Murphy  Ready, Set, Hop! – Stuart J. Murphy  Sir Cumference and All the King’s Tens -  Cindy Neuschwander  12 Ways to Get to 11 – Eve Merriam | | | |
| **Materials Needed:** | * Place Value Journal Prompt * Fruit cut-outs (cherries, apples, & bananas) | * Number Cards (Tuesday) * Base 10 cut outs or Smartboard template | | | * Base 10 Concentration Game * Bag of Numbers (enough for each student to choose 1 from the bag) | | | |
| **Center Rotation Activities** | **Math with Teacher**  Show number cards. Students will read numbers, write number words, expanded form and place value form. Order made numbers from least to the greatest. | **Math Fluency**  Base 10 Concentration game | | | **Technology**  <http://www.mathplayground.com/ASB_MinusMission.html>  <http://www.mathplayground.com/ASB_JetSkiAddition.html> | | | **Writing About Math**  Students will write at least 5 sentences about the fruit bar graph (found in HC 2nd grade PLC folder). |
| **Monday**  **Subject Integration:** | **Whole Group**  **Review - What’s My Number?**  The teacher will write or project a number in either standard form, number word form or expanded form. Students will record the “other” two versions of that number on their dry erase boards.  Play Number Word Concentration on Smartboard (can be found in 2nd Grade PLC Folder)  **Lesson Extension:** Create the same examples using base 10 blocks to model the place value drawing of each.  **Independent Work**  Write 5 numbers on the board for student to number word and expanded form. Challenge: Have them try drawing the place value model. | | | | | | **Assessment (formative/summative)**  *Independent activities can be used as formative or summative assessments based on teacher judgment.* | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Have a number line drawn on the board.     1. **1000**   Have number cards made with the following numbers: 257, 386, 491, 516, 690, 745, 831, & 850.  Call student volunteer to place the numbers correctly on the number line. After discussing the numbers, remove them from the board. Now have the place value drawings (base 10) of the same numbers. Without talking, have the students tape their place value drawing onto the board in number order. Once every students has posted his/her number on the board, reveal the standard form number to see if they got the numbers in the correct order on the number line. Discuss if any corrections need to be made and have the students explain their reasoning.  **Independent Work**  Give students Place Value Journal Prompt (Can be found in 2nd Grade PLC Folder). | | | | | | **Assessment (formative/summative)**  *Teacher can use student responses from Journal Prompt page as formative assessment.* | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  **Making Numbers in Different Ways**  Review making numbers with base 10 blocks. Show 43 on the board. Tell the students that you want to show this number in different ways with base 10 blocks (43 units, 4 tens and 3 ones, 2 tens and 23 ones, 3 tens and 13 ones, etc.). Model several examples. Demonstrate how the place value mat can help you see the various ways. Model 126 several ways with base 10 blocks. Tell students that show 126 units is one way (have a bag of 126 units). Challenge: Can someone think of a way to show this number using longs (tens-sticks) and units? Can you show it using flats, longs, and units? Put students in pairs. Give each pair a bag of base-10 manipulatives or base-10 cut-outs. Put a number on the board. Have the pairs demonstrate the number in two different ways.  **Independent Work**  Have each student choose a number from a bag. (Today’s number range can be 30 – 99). Tell students to find and draw as many ways as they can to make the numbers with base-ten blocks. | | | | | | **Assessment (formative/summative)**  Independent activities can be used as formative or summative assessments based on teacher judgment. | |
| **Thursday**  **Subject Integration:** | **Whole Group**  Making Numbers in Different Ways Day 2  Review making numbers with base 10 blocks. Show 113 the board. Tell the students that you want to show this number in different ways with base 10 blocks (113 units, 11 tens and 3 ones, 1 flat -1 ten -3 ones, 1 flat and 13 ones etc.). Model several examples. Show how to put examples in the following chart:   |  |  |  | | --- | --- | --- | | Flats | Longs | Units | |  |  |  | |  |  |  |   **Independent Work**  Have each student choose a number from a bag. (Today’s number range can be 100 - 200). Tell students to find as many ways as they can to make the numbers with base-ten blocks and record them in a chart like the one above (sample can be found in 2nd Grade PLC folder). | | | | | | **Assessment (formative/summative)**  Independent activities can be used as formative or summative assessments based on teacher judgment. | |
| **Friday**  **Subject Integration:** | **Whole Group**  **Mystery Numbers** - Kendra has a mystery. The magician at her birthday party has turned her  favorite number into a bag of fruit. Each different fruit in the bag represents a number on the place value chart.  Cherries represent ones Apples represent tens Bananas represent hundreds  Place different fruit combinations on the board. Teacher will model several examples. Students will guess what the number is. Teacher will model how to write the number in standard, expanded, and place value form!  **Independent Work**  Give each student a set or several sets of fruit shapes. Students will write the number in standard, expanded, and place value form! | | | | | | **Assessment(formative/summative)**  **NBT Task 3c** [**http://commoncoretasks.wikispaces.com/**](http://commoncoretasks.wikispaces.com/) | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |